

Inventory of *Doing What Works* (dww.ed.gov) Professional Development Materials

Topic: *Preschool Language and Literacy (ECE)*

TOPIC SUMMARY		
Title/Media Type	Who	Description
<i>Preschool Language and Literacy</i> Multimedia Overview 4:10 min		This overview describes 2 research-based, instructional practice recommendations for improving the quality of preschool literacy instruction. Research shows that early language development is closely related to later success in reading. Using explicit phonological awareness instruction and engaging students in interactive and dialogic reading improves the language and literacy skills of preschool-aged children.
<i>Preschool Language and Literacy</i> Visual Diagram		A visual overview of 2 recommended practices based on the What Works Clearinghouse (WWC) reviews of phonological awareness training and interactive and dialogic shared book reading studies. The diagram can be used by presenters or professional developers to orient their audience to the central practices and recommendations in the Preschool Language and Literacy topic.

Topic: *Preschool Language and Literacy (ECE)*

Practice: *Develop phonological awareness skills as a foundation for learning sound-symbol relationships. (Teach Phonological Awareness)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Teaching Phonological Awareness in Preschool</i> Multimedia Overview 7:57 min	<ul style="list-style-type: none"> Students need to develop phonological awareness skills even before they reach kindergarten. Students with solid phonological awareness can break words apart into syllables, detect and produce rhyme, detect and isolate sounds in a word, and blend and segment sounds in words. Phonological awareness instruction should be integrated into informal activities and small group lessons as part of the daily routine. Instructional and professional development programs based on a developmental continuum of phonological awareness skills help teachers with planning lessons and differentiating instruction. Coaches or mentors can support teachers through classroom modeling and observation, providing opportunities for practice and discussion, and helping them reflect on practice.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Providing Phonological Awareness Instruction</i> Expert Interview 6:18 min	Susan Landry, Ph.D. University of Texas Health Science Center at Houston	Dr. Landry describes the developmental continuum of phonological awareness skills, and why it is important to address skills at the highest level of the continuum, including linking letters and sounds.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Phonological Awareness All Day Long</i> Slideshow w/ audio (16 slides)	Kimberly Riley Syracuse City School District Syracuse, NY	<ul style="list-style-type: none"> • A preschool teacher explains incorporating phonological awareness activities through small group lessons. • Explicit instruction, modeling, immediate corrective feedback, and visual and physical cues are helpful in maximizing learning. • There are informal approaches for integrating phonological awareness instruction during snack time, transitions, and outdoors. • Children are given opportunities to practice phonological awareness skills such as rhyming, blending, and segmenting. 	<i>Phonological Awareness Resource Books</i> —A list of resource books on phonological skill development that provides a broad source of information to support lesson planning and staff development.
<i>About Oceans: Integrating Language and Literacy Activities</i> Video Interview 4:28 min	Linda Walker Syracuse City School District Syracuse, NY	<ul style="list-style-type: none"> • A preschool teacher describes incorporating language instruction into a thematic unit. • Knowing your learning goals and how to go about meeting them is important to plan planning. • Dramatic play is an important part of the curriculum. • Frequent progress monitoring is used to assess student learning and adapt instruction for the whole class and individual students. 	No Sample Material
<i>Letters vs. Phonemes</i> Video Interview 1:56 min	Dr. Louisa Moats Reading Rockets University of Texas	<ul style="list-style-type: none"> • A reading expert illustrates the difference between a phoneme and a letter and explains why some people confuse the idea of a sound and the idea of a letter. • It is important to teach both phonological awareness skills and letter knowledge. 	No Sample Material

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Title/Media Type	Who	Description	Sample Material
<i>Phonemic Segmentation</i> Video Interview 2:20 min	Dr. Louisa Moats Reading Rockets University of Texas	<ul style="list-style-type: none"> A reading expert discusses activities for teaching segmentation and connecting sounds to letters. She demonstrates how to use chips to represent sounds and teach phonemic segmentation, and explains how to make the transition from chips to letters to teach sound-letter correspondence. 	No Sample Material
<i>Letter and Sounds</i> Video Interview 2:34 min	Kabee Lee Mark Hopkins School Sacramento, CA	<ul style="list-style-type: none"> A kindergarten teacher demonstrates a classroom activity for teaching phonemic awareness, including a lesson on letter-sound correspondence. 	No Sample Material
	Syracuse City School District Syracuse, NY		<i>Daily Lesson Plan for Four-Year-Olds</i> —A lesson plan that identifies instructional objectives and learning outcomes, then links activities to these objectives and program standards. In this example, the teacher’s objectives include rhyming and counting the number of words in a sentence.
	School District of Janesville Janesville, WI		<i>Early Literacy Progress Monitoring Rubric</i> —A pictorial progress monitoring rubric used by teachers to keep a daily record of children’s learning throughout the year and to talk with children about their progress in oral language and print awareness. The rubric documents the performance and determines what additional scaffolded supports are needed. An example of a pictorial scale for documenting progress in phonological awareness is included.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Phonological Awareness: A Sequential Approach</i> Slideshow w/ audio (8 slides)	Ron Nelson University of Nebraska-Lincoln/ Portales a Aprender Leer Project Lincoln, NE	<ul style="list-style-type: none"> • A researcher at an emergent literacy model site for migrant Hispanic families describes a developmental scope and sequence for teaching phonological awareness skills. • Developmental sequence is used to track skill mastery and guide lesson planning and differentiated instruction. • A “model–lead–test” instructional sequence allows for immediate error correction. • Students are grouped and regrouped based on changing skill levels, with lower-performing children receiving more instructional opportunities in smaller groups that could lead to one-to-one instruction. • On-site coaching with continual observation is used to ensure that practices are implemented with a high degree of fidelity. 	<i>Using a Phonological Awareness Developmental Continuum</i> —A framework for sequencing instruction starting with the concept of being attentive to sounds and then systematically moving on to the phonemic awareness task of manipulating sounds. The framework is used to organize information about phonological awareness skills, guide lesson planning, and individualize instruction.

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Title/Media Type	Who	Description	Sample Material
<i>Keeping Track of Student Progress With Portfolios</i> Audio Interview 4:24 min	Susan Zoll Ready to Learn Providence Providence, RI	<ul style="list-style-type: none"> • A coach explains the purpose and use of a Personal Literacy Plan (PLP) for tracking student progress. • PLPs are used daily by teachers, mentors, and coaches to collect data, track individual student's literacy development, differentiate instruction, and guide self-reflection and professional development activities. • PLPs provide documentation of children's learning, including formal assessments, classroom observations, photographs, visual essays, audio recordings of children's conversations, and student work samples. • Daily on-site mentoring, including videotaping instruction, provides teachers with observational and assessment data to help them set goals and develop improvement plans. 	<i>Personal Literacy Plan: Using Assessment Data to Guide Instruction</i> —A framework for organizing assessment data to identify individual literacy strengths/needs and plan differentiated language instruction. It contains examples of classroom activity photographs, student work samples, and a language sample of a conversation between two children.
<i>Phonological Awareness: Developmental Continuum</i> Video Interview 4:43 min	Paula Ilacqua-Morales Syracuse City School District Syracuse, NY	<ul style="list-style-type: none"> • A preschool director describes teaching phonological awareness skills along a developmental continuum. • It can be difficult to get teachers to focus on auditory aspects of phonological awareness. • Instructional strategies for segmenting and blending sounds are demonstrated. 	No Sample Material

SEE HOW IT WORKS

Title/Media Type	Who	Description	Sample Material
<i>Using Evaluation Data to Improve Teaching</i> Audio Interview 4:44 min	Shirley Curry Wayne County Literacy Acceleration Project Waynesboro, TN	<ul style="list-style-type: none"> A program director explains the role of external evaluators in helping staff understand and use data to support children's learning. Evaluation data is used to identify instructional needs and develop improvement plans, and shape a professional development plan for improving instructional practice. Classroom observation and videotaping are valuable professional development components. 	<i>Using Evaluation Data to Improve Instruction—A</i> PowerPoint presentation showing how administrators use evaluation data to identify needed changes and plan professional development. The presentation includes program areas identified as needing evaluator assistance and the analyses of data, actions taken, and improvement results for each area.

DO WHAT WORKS

Tool	Description
<i>Learning Together About Teaching Phonological Awareness</i>	Use this tool to set up a team meeting or a series of training sessions for preschool administrative, coaching, and teaching staff to review the “Learn What Works” resources for phonological awareness using these discussion questions. Teams learn about teaching along a phonological awareness skill continuum and providing teachers with ongoing, on-site coaching support.
<i>Learning Together About Integrating Phonological Awareness</i>	A planning chart activity for developing strategies for integrating phonological awareness instruction into daily classroom routines. An example shows how teachers can use this tool to list their daily activities, brainstorm and record teaching strategies, and identify phonological skills linked to each activity.
<i>Reflecting on Instructional Practice</i>	This checklist guides teachers in reflecting on their current methods of teaching phonological awareness, recognizing where improvement is needed and identifying strategies for improving instruction. Coaches can use this tool to focus classroom observations and structure discussions during feedback conferences.
<i>Creating Individual Professional Development Plans</i>	Coaches can use this worksheet to tailor professional development activities to the individual needs of teachers. It allows coaches and mentors to work with each teacher to pinpoint the type of coaching and professional supports needed to improve phonological awareness instruction in the classroom. Teaching staff complete self-reflections and coaches/mentors conduct classroom observations to assess each teacher's progress toward meeting program goals.

DO WHAT WORKS	
Tool	Description
<i>Phonological Awareness: Setting Goals and Planning Activities</i>	A lesson-planning framework for setting goals and planning explicit small group phonological awareness instruction and integrating phonological instruction into weekly themes or units and daily classroom activities. Staff can customize this tool for planning weekly and daily lessons and activities. Coaches and mentors can use this tool in their staff training and during on-site planning sessions with teachers.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on providing phonological awareness instruction.

Topic: *Preschool Language and Literacy (ECE)*

Practice: *Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills. (Use Interactive and Dialogic Reading)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Interactive and Dialogic Reading in Preschool</i> Multimedia Overview 9:30 min	<ul style="list-style-type: none"> • Research suggests that interactive and dialogic reading can result in improved literacy skills. • Dialogic reading is especially effective at improving oral language development for young learners. • Teachers use questioning techniques to engage children in a story. • There are key features that distinguish dialogic reading from other interactive approaches. Interactive and dialogic reading differs from the teacher reading a book to the class. • Teachers may need support to better understand how to use dialogic reading prompts that help students take an active role in the story telling process. • Reading specialists and coaches can use modeling, practice, and reflection to help teachers use interactive and dialogic reading.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Implementing Dialogic Reading</i> Expert Interview 8:16 min	Christopher Lonigan, Ph.D. Florida State University	Dr. Lonigan describes the difference between dialogic reading and other types of shared book reading, and explains key features and questioning techniques. He demonstrates how to use the three levels of dialogic reading, ask level-related questions, and provide appropriate feedback to engage children in a story.

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Title/Media Type	Who	Description	Sample Material
<p><i>Preparing an Interactive Reading Lesson</i></p> <p>Slideshow w/ audio (11 slides)</p>	<p>Mary Rea Syracuse City School District Syracuse, NY</p>	<ul style="list-style-type: none"> • A preschool teacher shows how to plan an interactive reading lesson, including: setting learning objectives, and selecting books with simple plots, limited words per page, and numerous illustrations. • Lesson planning includes identifying background knowledge students will need and specific vocabulary related to the selected storybook. • The teacher demonstrates the use of prompts and open-ended questions to engage children and stimulate discussion about the story. • Interactive reading instruction can be differentiated through scaffolding and individualizing prompts and questions. 	<p><i>Daily Lesson Plan for Four-Year-Olds</i>—A daily lesson plan format for mapping out a full day of classroom activities. Teachers use this format to plan activities based on instructional objectives, program standards, and desired learning outcomes. The plan includes examples of interactive reading objectives, such as recall and retelling of story events, and open-ended questions to be asked before, during, and after reading a story.</p>
<p><i>Selecting Books for Interactive Reading</i></p> <p>Audio Interview 5:38 min</p>	<p>Shelley Gray Tempe Early Reading First Partnership Tempe, AZ</p>	<ul style="list-style-type: none"> • An administrator describes how to train teachers to make book selections. • In this preschool program, teachers read four types of books each week: expository, narrative, pattern, and rhyming. • Lesson preparation includes: setting learning objectives, writing prompts, collecting related materials, checking translation, and purposeful selection of a group of children who will hear the book. • Book selection should be tailored to children's language levels. 	<p><i>Required Storybook List</i>—A list that includes storybooks that lend themselves to interactive reading strategies. Narrative, expository, and pattern books are recommended for each themed unit within a preschool literacy curriculum.</p>

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	Composite Example		<i>Interactive Reading: A PEER Sequence Planner</i> —A planner designed to help teachers prepare for an interactive reading lesson using the PEER sequence and prompts. It includes worksheets to help teachers plan an interactive reading lesson and multiple examples illustrating how to apply the techniques to a book.
	Pearson Education, Inc. Syracuse City School District Syracuse, NY		<i>Observation Checklists: Monitoring Development</i> —Checklists used to monitor children’s progress in comprehension and oral language development within six thematic units. The assessments begin with asking children to identify a book’s title, author, and illustrator, and move on to having them retell the sequence of story events.
<i>A Three-Level Framework for Dialogic Reading</i> Slideshow w/o audio (12 slides)	No site (RMC created)	<ul style="list-style-type: none"> • An overview of a 3-level dialogic reading framework and how to use it to develop young children’s oral language. • Explanation of the language goals and a step-by-step description of questions and prompts to use at each level of the framework. • Brief examples of teacher-child dialogues are provided for each level. 	<i>Preparing a Dialogic Reading Lesson</i> —A planning worksheet for developing questions and prompts for repeated readings of a storybook using a three-level framework. A filled-in example is included to show what teacher-child dialogues might look like using a storybook selected for a dialogic reading lesson.
	Tempe Early Reading First Partnership Tempe, AZ		<i>Vocabulary Teaching Planner for Books</i> —A planner to help teachers use explicit strategies for teaching vocabulary words selected from a story. It outlines an instructional sequence for planning and teaching vocabulary.

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Title/Media Type	Who	Description	Sample Material
<i>Developing a Coaching Program</i> Video Interview 5:03 min	Karen Howard Paula Ilacqua-Morales Syracuse City School District Syracuse, NY	<ul style="list-style-type: none"> A preschool director and literacy facilitator talk about what coaches need to know and do to be successful. Features of a successful plan include: differentiating professional development based on teachers' experiences, focusing on the match between coach and teacher, and providing adequate time for coaching. 	No Sample Material
<i>Helping Teachers Learn New Practice</i> Audio Interview 5:17 min	Christine Chiacu-Forsythe Ready to Learn Providence Providence, RI	<ul style="list-style-type: none"> A preschool director describes the role of mentors in providing daily classroom-based support for teachers. Role of mentors in supporting teachers includes: forming reciprocal relationships with teachers, and employing observational and assessment data to engage teachers in developing action plans. 	No Sample Material
<i>Partnering With a Coach to Improve Instruction</i> Video Interview 6:27 min	Debbie Titus Donna Milat Syracuse City School District Syracuse, NY	<ul style="list-style-type: none"> A coach and teacher discuss how they formed a partnership, helpful coaching conversations, and the ways they worked together to differentiate instruction for bilingual students. The coach describes how her role differs in working with novice and experienced teachers. The teacher describes her experience in learning to use dialogic reading questioning techniques. 	No Sample Material

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Training Coaches/Mentors to Work With Teachers</i> Audio Interview 8:47 min	Shelley Gray Tempe Early Reading First Partnership Tempe, AZ	<ul style="list-style-type: none"> • A director discusses what mentors need to know about modeling, helping teachers develop lesson plans, and providing feedback. • Principles for managing a mentoring program and training mentors are described. • Teachers need to be included in planning for mentoring and roles of mentors and mentees need to be clearly stated. • Mentor training should include: how to model teaching strategies in different settings, assist with lesson planning, and provide feedback. 	<i>Mentor Log: Planning On-Site Training With Teachers</i> —A log used by mentors to plan a modeling-observation-feedback-action cycle to ensure that effective teaching strategies are implemented and sustained in the classroom. The skills checklist is used to structure a conference for communicating feedback to teachers in a collaborative way.

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Interactive and Dialogic Reading</i>	Use this discussion framework to provide staff development sessions on interactive and dialogic reading. The guiding questions ask teachers to reflect on current practice, including the use of explicit strategies and different types of questioning techniques appropriate to each stage of the dialogic reading model. Coaches are guided to think about how to support teachers through modeling, practice, observation, and feedback methods.
<i>Observing and Reflecting on Classroom Practice</i>	Coaches or mentors can use this checklist to focus classroom observations of interactive and dialogic reading techniques, structure feedback discussions with teachers, and help teachers create an improvement plan.
<i>Designing Coaching and Mentoring Programs</i>	A self-review for technical assistance or professional development providers to help preschool programs think about the key components necessary to establish effective coaching and mentoring programs, assess progress towards putting these components in place, and determine the guidance and resources still needed to set up or improve an on-site teacher support program.
<i>Starting Instructional Discussions Using a Visual Diagram</i>	Here are tips for how to use the visual diagram about classroom practices as a tool to engage teachers in conversations about how to improve instruction.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on using interactive reading and dialogic reading to improve preschool children's language and literacy skills.